

3-5-2007

Faculty Senate Monthly Packet March 2007

Portland State University Faculty Senate

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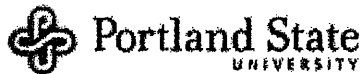
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In accordance with the Constitution of the PSU Faculty,
Senate Agendas are calendared for delivery ten working
days before Senate meetings, so that all faculty will have
sufficient notice of curricular proposals, and time to
review and research all action items.

If there are questions or concerns about Agenda items,
please consult the appropriate parties and make every
attempt to resolve them before the meeting, so as
not to delay the business of the PSU Faculty Senate.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **March 5, 2007**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the February 5, 2006, Meeting
- C. Announcements and Communications from the Floor

Provost's Report
Vice President's Report
- D. Unfinished Business
- E. New Business
 - *1. Graduate Council Course and Program Proposals –Ostlund
 - *2. GC and UCC Joint Course and Program Proposals – Ostlund and Miksch
 - *3. University Curriculum Committee Course and Program Proposals – Miksch
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - *1. Quarterly Report of the Educational Policy Committee - Hansen
 - *2. Educational Policy Committee Report on Governance – Hansen
 - *3. Report on OUS Proposed Optional Retirement Plan Changes – R. Johnson
- H. Adjournment

***The following documents are included with this mailing:**

Minutes of the February 5, 2007 Meeting and attachments
E-1 Graduate Council Course and Program Proposals
E-2 GC and UCC Joint Course and Program Proposals
E-3 University Curriculum Committee Course and Program Proposals
G-1 Quarterly Report of the Educational Policy Committee - Hansen
G-2 Educational Policy Committee Report on Governance – Hansen
G-3 Report on OUS Proposed Optional Retirement Plan Changes – R. Johnson

*** 2006-07 PSU FACULTY SENATE ROSTER ***

****2006-07 STEERING COMMITTEE ****

Presiding Office: Kathi Ketcheson
 Presiding Officer Pro tem: Gwen Shusterman
 Steering Committee: Martha Balshem,
 Cheryl Livneh, Patricia Wetzel &
 John Rueter (Comm on Comm), *Ex officio*

****2006-07 FACULTY SENATE****

All Others (16)

†Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
Ingersoll, R	IASC	2007
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007
Angell, Nate	OMC	2008
Baccar, Cindy	ADM	2008
Ketcheson, Kathi	OIRP	2008
*Santen, David (Gregory)	OMT	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008
Barham, Mary Ann	IASC	2009
*Collins, Mary (Yackley)	SHAC	2009
Jagodnik, Joan	IASC	2009
Luther, Christina	INTL	2009
Ryder, Bill	ADM	2009

Business Administration (6)

Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007
Buddress, Leland	SBA	2007
Ramiller, Neil	SBA	2008
Yuthas, Kristi	SBA	2008
Brown, Darrell	SBA	2009

Education (6)

* Lenski, Susan (Halverson)	ED	2007
†Stevens, Dannelle	ED	2007
Caskey, Micki	ED	2008
* Kim, Dae Y. (Isaacson)	FPFA	2008
Cress, Christine	ED	2009
Thao, Yer	ED	2009

Engineering and Computer Science (10)

Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
†Shapiro, Leonard	CMPS	2007
Black, Andrew	CMPS	2008
Feng, Wu-chi	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Brown, Cynthia	CS	2009
Chrzanowska-Jeske, M.	ECE	2009
Devletian, Jack	ECS	2009

Extended Studies (3)

†Sedivy, Glen	XS-ESP	2007
Livneh, Cheryl	CEED	2008
Fritzsche, Vincent	XS PDC	2009

Fine and Performing Arts (5)

†Fosque, Walton	ART	2007
Tate, William	TA	2007
Knights, Clive	ARCH	2008
*LePore, William (Fletcher)	ART	2008
Wattenberg, Richard	TA	2009

Library (3)

†Larsen, Thomas	LIB	2007
Brenner, Michaela	LIB	2008
Paynter, Robin	LIB	2009

Liberal Arts and Sciences (40)

Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Collier, Peter	SOC	2007
*Sanchez, Eric (Crawshaw)		2007
*Elzanowski, Marek (L. Mercer)	MTH	2007
Fischer, William	FLL	2007
†Kominz, Laurence	FLL	2007
*Mandaville, Jon (Biolsi)	HST	2007
†Morgaine, Carol	OCCD	2007
†Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
Jacob, Greg	ENG	2008
Kapoor, Prya	SP	2008
†Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Weasel, Lisa	BIO-ORB	2008
Wetzel, Patricia	FLL	2008
Works, Martha	GEOG	2008
Arante, Jacqueline	ENG	2009
Blazak, Randy	SOC	2009
Bodegom, Eric	PHY	2009
Dillon, Tracy	ENG	2009
Farr, Grant	SOC	2009
Garrison, Tim	HST	2009
Jiao, Jun	PHY	2009
Hickey, Martha	FLL	2009
Liebman, Robert	SOC	2009
*Perlmutter, Jennifer (Miller-Jones)		2009
†Reese, Susan	ENG	2009
Stovall, Dennis	ENG	2009
Zelick, Randy	BIO	2009

Other Instructional (4)

†MacCormack, Alan	UNST	2007
Flower, Michael	HON	2008
Labissière, Yves	UNST	2008
Fallon, Ann	UNST	2009

Social Work (7)

Hunter, Richard	SSW	2007
†Jivanjee, Pauline	SSW	2007
Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008
Talbot, Maria	SSW	2009
Wahab, Stephanie	SSW	2009

Urban and Public Affairs (8)

McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007
Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008
†Brodowicz, Gary	PHE	2009
Messer, Barry	USP	2009
Sussman, Gerry	USP	2009

*Interim appointments indicated with asterisk

†Member of Committee on Committees

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 5, 2007
Presiding Officer: Kathi Ketcheson
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Angell, Arante, Balshem, Baccar, Barham, Blazak, Bodegom, Brenner, Brodowicz, C. Brown, D. Brown, K. Brown, Buddress, Bulman, Burns, Carter, Caskey, Cherzanowska-Jeske, Clucas, Collier, Cress, Devletian, Fallon, Farr, Feng, Fischer, Flower, Fosque, Fritzsche, Garrison, Gregory, Hickey, Hunter, Ingersoll, Jagodnik, Jivanjee, R. Johnson, Ketcheson, Kim, Knights, Labissiere, Lall, Larson, Lenski, LePore, Liebman, Livneh, Luther, MacCormack, Maier, McBride, Messer, Morgaine, Paynter, Perlmutter, Rectenwald, Reese, Rueter, Sanchez, Santen, Schechter, Sedivy, Shapiro, Shusterman, Squire, Stevens, Stoering, Sussman, Talbot, Tate, Thao, Thompson, Wadley, Wamser, Watanabe, Wattenberg, Wetzell, Works, Zelick.

Alternates Present: Rad for Bertini, Hook for Black, Schwartz for Cardenas, Fountain for Elzanowski, Hoffman for Ryder.

Members Absent: Collins, Cotrell, T. Dillon, Farquhar, Hagge, Jacob, Jiao, Kapoor, Kominz, Mandaville, Mathwick, Medovoi, Powers, Ramiller, Reder, Sharkova, Shattuck, Stovall, Wahab, Weasel, Wollner, Yuthas.

Ex-officio Members

Present: Andrews-Collier, Fortmiller, Fung, Gregory, Koch, Mack, McVeety, Sestak, Smallman, Spalding, Wallack.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE JANUARY 8, 2007, MEETING

The meeting was called to order at 3:05 p.m. The minutes were approved as published, with the following correction:

page numbering for the January minutes should be corrected to read, 18 through 23.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Added to the Agenda:

- F.1. Provost's Response to Request for Current Budget Information
- G.2. Report of the IFS Meeting of February 2-3, 2007 at OSU

The Presiding Officer reminded that Senators were sent the following email requesting names for the four working groups of the academic planning and priorities effort:

The Faculty Senate Steering Committee encourages your participation in the Provost's academic planning and priorities effort. We invite you to join one of the working groups that have been formed around four priority areas:

- Improve student success through engaged learning experiences*
- Expand innovative scholarship/creative activities that address regional issues and have global significance*
- Enhance educational opportunity in the Portland Metropolitan Region*
- Advance selected programs that establish our leadership*

Please indicate your interest in serving on one of these groups by completing the interest form at this address:
<http://survey.oit.pdx.edu/ss/wsb.dll/bujs/plancommittee.htm?ID=148659>
This link provides a message from the Provost and a full description of the process. The Steering Committee and President's Advisory Council will recommend a group of 16 to 20 faculty from amongst those who express interest. Please submit your form by Friday, February 9 so that the committees will have time to make appointments before the first working group meeting.
Thank you for your willingness to ensure faculty participation in this important effort.
Kathi A. Ketcheson
Faculty Senate Presiding Officer, 2006-2007

Provost's Report

KOCH noted that there was an 89% response rate to the Faculty Activity Survey, thanked the Senate for participation, and asked senators to extend that thanks to their colleagues. KOCH noted that at their meeting on Friday, the State Board of Higher Education passed the Sociology Ph.D. Additionally, the Provost's Council approved the Executive M.P.A. and the Graduate Certificate in Software Engineering, to be forwarded for board approval. KOCH thanked senators for their participation in the academic planning and priorities symposium on 12 February.

KOCH reported on the progress of 2006-07 PSU enrollments. The total Fall 2006 enrollments were up a little over 1%, however the in load headcount and SCH were both down 1% and self support headcount and SCH were up. For Winter 2007, headcount and SCH are up 1%, however the in load headcount and SCH are down ¼ - 1/2 %. Again, the self-support numbers are up. Our projections don't match these figures due to the drops in inload enrollment, which raises issues associated with the self support system.

CRESS asked that revision be made to the Faculty Surveys to improve clarity with respect to sabbatical leaves, etc. KETCHESON noted that the Deans were asked to review the data and provide such information. At the aggregate level, the information isn't collected.

Vice President's Report

The Vice President was unable to attend due to illness.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Graduate Council Curricular Proposals

OSTLUND presented the proposals for the committee.

WETZEL/BODEGOM MOVED THE SENATE APPROVE changes to the Graduate Certificate in Applied Statistics, Liberal Arts and Sciences, as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

FOUNTAIN/WETZEL MOVED THE SENATE APPROVE new courses in Mathematics, Liberal Arts and Sciences, as listed in "E-1."

THE MOTION PASSED by unanimous voice vote.

2. GC and UCC Curricular Proposals

OSTLUND and MIKSCH presented the proposals for the committees.

HICKEY/BODEGOM MOVED THE SENATE APPROVE new courses, Liberal Arts and Sciences, as listed in "E-2."

THE MOTION PASSED by unanimous voice vote.

CARTER/WETZEL MOVED THE SENATE APPROVE course changes, Liberal Arts and Sciences, as listed in "E-2."

THE MOTION PASSED by majority voice vote with one abstention.

3. University Curriculum Committee Curricular Proposals

MIKSCH presented the proposals for the committee.

BARHAM/BODEGOM MOVED THE SENATE APPROVE changes to the BA/BS in Black Studies, Liberal Arts and Sciences, as listed in "E-3."

D. BROWN asked how the program enforces the advisor relationship cited in the proposed change. AGORSAH noted that there are specific times in the major experience when students must meet with their advisors.

THE MOTION PASSED by unanimous voice vote.

WETZEL/FOSQUE MOVED THE SENATE APPROVE the BA/BS in Arts Studies including three new courses, Fine and Performing Arts, as listed in "E-3."

BARHAM noted that the majority of listed Art courses are designated as being offered for majors only, and asked if students would have access to them. MIKSCH noted that the courses were approved by the chairs for enrollment by students in the new major. INGERSOLL noted that there is some similarity to the General Studies Arts & Letters option and asked who will be advising these students. MIKSCH noted that advising, etc. for the Arts Studies major will be through the FPA Dean's office.

THE MOTION PASSED by unanimous voice vote.

FOSQUE/WETZEL MOVED THE SENATE APPROVE one new course in Music, Fine and Performing Arts, as listed in "E-3."

THE MOTION PASSED by unanimous voice vote.

F. QUESTION PERIOD

1. Request of the Provost and Vice President for Current Budget Update

KOCH gave a brief overview of the Governor's Recommended 2007-09 Budget (attachment), which can be accessed in total on the state webpage and/or directly at <http://www.oregon.gov/DAS/BAM/GRB0709.shtml>. He noted that the OUS has been operating at a deficit for the last two biennia; therefore the extra monies in the Governor's Proposed Budget may not look like much when all is said and done. He also reminded that the Governor's Proposed Budget is the best-case scenario, and snags are already developing around one of the tax proposals. Therefore, we will have to address possible shortfalls to that budget as well as past under-funding. Undergraduate tuition is off the table. If the governor's budget is approved, we are still short by \$3 Million. Additionally, we need to build up the fund balance to an acceptable level. We can pursue two strategies, new revenue or new cuts. Ideally, we would like to find new revenues, and we would also like to identify a few strategic investments.

KOCH reviewed the PSU 2007-08 budget process, which is similar to last year. Deans are requested to submit budget requests by 16 February. The deans' council is developing university-wide strategies, but given the economic constraints, the list of opportunities is not very long. We don't want to reduce staffing any more and we don't want to reduce instructional capacity. Every 1% of enrollment is approximately \$800,000. Diversifying enrollment is an option. Another option would be to institute differential graduate tuition where programs could support that. Looking carefully at and increasing where possible certain class sizes, especially Junior and Senior cluster classes, is one of the least objectionable solutions.

BURNS noted that the report to the board noted that our fund balance was much higher than Koch indicated. KOCH stated that it wouldn't be by the end of the year.

ZELICK asked about the impact of the federal timber subsidy issue that was headlined on Friday, and also if Distance Learning programs could help enrollment figures. KOCH stated he believed the former issue doesn't affect all this. With respect to Distance Learning, KOCH noted that we are rolling out a program in Criminal Justice for example, but development of good programs takes some time.

LIEBMAN asked about diversifying the enrollment mix and if there is a negative impact of revenue streams that are captured by the metro community colleges. KOCH noted that in answer to the first question, PSU is recruiting 100 out of state high achieving freshmen for next year with a scholarship offer, and we are actively recruiting international students. With respect to competition for enrollment we are in the business of collaborating with the community colleges; we must be a good partner.

ARANTE asked for a clarification about the disposition of the proposed \$8 Million for faculty salary improvement. KOCH noted that the funds are for salary, not compensation, and would be distributed according to directions from the Chancellor's Office.

2. Questions from the Floor for the Chair

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. OUS Campus Discussions on General Education

SMALLMAN presented a brief update on SB 342 and the working groups formed in response to the bill's charge to establish common educational outcomes for the entire OUS system, as briefly outlined in "G-1." This is being mandated but it is also an opportunity both internally and at the system wide level to establish a faculty led procedure for determining outcomes and addressing transfer issues. There are two PSU meetings scheduled in the coming weeks.

SHUSTEREMAN noted that this discussion includes more than just the first year of general education as we define it at PSU. SMALLMAN agreed, noting that it is fair to say that a lot of this is being done to address screening issues with the community colleges. The legislature is frustrated, for example, that the OTM was established but is not addressing the 100+ problem courses like ceramics that don't transfer everywhere.

RUETER noted that this is micromanaging and we need to push back. SMALLMAN stated that we are lucky with this legislation in that it doesn't mandate the outcomes, etc. RUETER noted we should take a strong stance; for example, stop using numbers and use course descriptors. FOSQUE noted that the community colleges are not offering courses that meet the transfer requirement, and as we add courses it increases the problem.

SCHECHTER noted that we are in the crossfire of two competing economies, which are mutually exclusive. One is the local economy of legitimation through size, and one is the national economy of legitimation through prestige. Faculty are feeling the strain of that in their work.

2. Report of the Interinstitutional Faculty Senate Meeting of February 2-3, 2007 at Oregon State University

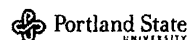
BURNS reported for the Senators, noting that complete minutes can be found at the IIFS website: <http://darkwing.uoregon.edu/~ifs/ifs.html>

BURNS thanked Michael Cummings for his service last year, and welcomed his replacement Duncan Carter. BURNS noted that the Legislative fiscal office has requested the Chancellor prioritize a list of reductions in the Governor's Proposed Budget totaling \$80 Million, in the event of a reduced budget outcome. If there were a reduction of that scale, the budget would end up being no larger than in the current biennium, which hasn't been sufficient.

H. ADJOURNMENT

The meeting was adjourned at 4:24 p.m.

Review of the Governor's 2007-09 Budget Proposal and the
Portland State University 2007-08 Budget Process and Strategies



**Governor's Recommended Budget (GRB)
Proposal and 2007-08 PSU Budget**

- Proposal represents a first step towards fiscal recovery for Oregon University System (OUS). Multi-biennial approach needed for full recovery
- Proposal includes funds to support:
 - Moderate increases in ongoing operations
 - Specific initiatives within OUS
 - Significant capital and deferred maintenance allocation
 - Funds for specific initiatives from other (non-OUS) sources

GRB - Major points, cont.

- Proposal for capital budget is strong with 2 major projects:
 - Sciences Teaching/Research Center (Science II) (\$45m) and
 - Lincoln Hall upgrades (\$29)
 - Also includes housing, parking and other auxiliary (self-supporting) projects
- Also adds significant funds specifically for deferred maintenance, some \$14m. (PSU has \$192m backlog)

Biennial operating funds for OUS, proposal provides:

- Base budget roll up funds (\$36M)
- Enrollment funds (\$14.6m)
- Faculty/student ratio funds (\$6.9M)
- Faculty salary improvement (\$8M)
- Regional college support (\$9M)
- Restricted funding for:
 - Oregon transitional research/drug discovery institute (\$7m - OECDD);
 - Oregon Solutions at PSU (\$1.5);
 - ONAMI (\$10m - OECDD);
 - Bio-economy and Sustainable Technologies Center(\$3m - OECDD);
 - ETIC (\$17m - OUS)
- Funds reserved for statewide compensation increases - actions pending collective bargaining and e-board actions

Major conclusions: relationship to 2007-08 PSU budget

- Governor's budget is best case scenario; Legislature likely to reduce some elements
- If governor's budget proposal is approved as is, PSU still needs to find between \$2 to \$3 million in permanent funds to cover recurring shortfall..... Or to take other actions

2007-08 BUDGET GOALS AT PSU

- Identify \$2 to 3m in permanent funds to fill continuing shortfall ---or take other actions
- Identify \$2 ½ to \$3 m in one time funds to restore university fund balance
- Identify strategic investments which should receive priority if funds available

PSU budget process and strategy

- Process (see FADM website for schedule)
- Approach to addressing shortfall in Academic Affairs – approach collectively (no “across the board” reductions)
- Strategies
 - Revenue enhancement
 - Enrollment (return to at least 04-05)
 - Graduate tuition and fees
 - Cost reduction
 - Curricular management

February 8, 2007

TO: Faculty Senate

FROM: DeLys Ostlund
Chair, Graduate Council

RE: Submission of New Graduate Council Items for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be supplied by Linda Devereaux.

College of Urban and Public Affairs

New Courses

- PA 544 Leadership and Governance in Health Services, 3 credits
Class explores principles and practices of leadership and governance in a variety of health and human services organizations. Theories of leadership and models of governance are studied, and explored through case studies of local health and human services leaders and their governance relationships. Students also conduct self-assessments of present and future leadership practice and potential. Prerequisites: PA 541, 571, 574.

February 8, 2007

TO: Faculty Senate

FROM: Bonnie Miksch
Chair, Undergraduate Curriculum Committee

DeLys Ostlund
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the University Curriculum Committee and the Graduate Council, and are recommended for approval by the Faculty Senate. Course descriptions will be provided by Linda Devereaux.

College of Liberal Arts and Sciences

New Courses

- GEOG 490/590 GIS Programming, 4 credits
Introduction to GIS programming languages for customizing applications and streamlining spatial analysis. Topics include GIS software environment, programming syntax and styles, interface customization, GIS routines and functions, and basic algorithms. Programming lab included. Prerequisite: Geog 488/588.
- HST 459/559 Topics in Modern European History, 4 credits
Examines a selected theme related to the history of modern Europe from (primarily) the 19th through the 20th centuries. Topics will vary, whether focusing internationally or on a single European nation, but will include the definition of Europe; dictatorship and sovereignty; nationalism and identity; society and the state; the experience of modern violence; trials and justice; world wars; comparative fascism; social and political transition, and war and society. Recommended: Hst 103 or 358; upper division standing for 459; graduate standing for 559. May be taken a second time for credit (maximum 8 credits) with a different topic.

Change to Existing Courses

- MTH 411/511, 412/512, 413/513 Introduction to Real Analysis, 3 credits each – change course descriptions

School of Fine and Performing Arts

Change to Existing Courses

- ArH 449/549 Methods in Art History, 4 cr – change title to Art History Methods, change course description, change prerequisites
- ArH 450/550 Great Periods and Themes in Art and Architecture, 4 cr – change course description, change prerequisites
- ArH 498/598, 499/599 Art since WWII, 4 cr each – drop 498/598, change 499/599 title to Contemporary Art, change course description, change prerequisites

February 12, 2007

TO: Faculty Senate

FROM: Bonnie Miksch
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposals have been approved by the University Curriculum Committee and are recommended for approval by the Faculty Senate.

University Studies

- Changes to Cluster List – See Attachment
- New Freshman Inquiry Course – FRNQ Ways of Knowing - “Ways of Knowing” introduces students to the ways in which the three broad areas of academic inquiry “know” the world. This course provides introductions to major questions and concerns in the humanities, the social sciences and the natural sciences. Six sections per year.

College of Liberal Arts and Sciences

New Program

- Minor in Geographic Information Systems/Science – See Attachment

New Courses

- Stat 105 Elementary Data Analysis (4) On-line course in exploration of data analysis and basic statistical topics. May include descriptive statistics, graphical and tabular summaries, computer software, confidence intervals, correlation and regression. Recommended: second-year high school algebra or equivalent.

Change in Course

- Hst 387 History of Modern Science (4) (change course title from Science in Society: Historical Perspectives, change course description)

School of Fine and Performing Arts

New Programs

- BA/BS in Film Studies – See Attachment
- Minor in Dance – See Attachment

New Courses

- TA 150 Dance Appreciation (4) Designed to develop awareness and appreciation of dance in its artistic, social and cultural context. Offers a variety of experiences, including the viewing of dance in live and video formats, reading about dance, discussing dance, hearing from guest experts and experiencing selected dance movements from various dance genres. Considers aspects of dance as cultural, spiritual and aesthetic expression, exploring origins and the related roles of the dancer, choreographer and spectator. Covers the basic concepts and principals of dance such as space, time and effort as well as expression, form, style and period. Students will gain

experience in viewing, discussing, writing about and evaluating dance.

- TA 193 Dance Laboratory: Modern I, II, III (2) Beginning modern dance technique, emphasis on body alignment, strength, flexibility and development of basic technical skills. Maximum: 12 credits.
- TA 195 Dance Laboratory: Topics I, II, III (2) Beginning dance technique in topics to be named, for example musical theatre, tap, hip hop, etc. Maximum: 12 credits.
- TA 196 Dance Laboratory: Ballet I, II, III (2) Beginning ballet technique, emphasis on body alignment, development of basic technical skills, and understanding basic ballet vocabulary. Maximum: 12 credits.
- TA 197 Dance Laboratory: Jazz I, II, III (2) Beginning laboratory in jazz dance technique emphasizing body alignment, contraction, and isolation technique of Latin, West Indian, African and American rhythms. Maximum: 12 credits.
- TA 350 Dance Improvisation (4) An exploration of spontaneous movement as individual and group creativity and expression, as a potential performance form and as the beginnings of choreography. "The body thinks." Designed to develop awareness, focus, sensitivity and personal movement vocabularies.
- TA 351 Dance Composition (4) Exploration of basic elements of dance and choreographic strategies through readings, observations and preparation of solo dance studies. Recommended: upper division standing.
- TA 362 Contemporary Dance 1920 to Present (4) Historical foundations for the development of current dance forms. Contemporary dance styles and theories will be studied via lectures and videos, field trips to exhibits and concerts. Recommended: upper division standing.
- TA 393 Dance Laboratory: Modern I, II, III (2) Intermediate modern dance technique, emphasis on body alignment, strength, flexibility and development of intermediate level technical skills. Maximum: 12 credits. Recommended TA 193 I, II, III or previous dance experience.
- TA 396 Dance Laboratory: Ballet I, II, III (2) Intermediate level ballet technique. Emphasis on execution and application of all basic ballet vocabulary and on alignment and skill development. Maximum: 12 credits. Prerequisite: low-intermediate technique required; TA 196 Dance Lab: Ballet I, II, III.
- TA 397 Dance Laboratory: Jazz I, II, III (2) Intermediate laboratory in jazz dance technique emphasizing body alignment, contraction, and isolation technique of Latin, West Indian, and American rhythms. Maximum: 12 credits. Prerequisite: TA 197 Dance Lab: Jazz I, II, III.
- TA 480 Film Theory (4) A survey of film theory and criticism from their inception to the present day. Students are introduced to key concepts and major figures from Classical Film Theory (Eisenstein, Arnheim, Bazin) through Structuralism, Semiotics, Psychoanalysis, Feminism, and Cognitive Studies. Prerequisite: TA 131 and junior standing, or consent of instructor.
- ArH 459 Gothic Art (4) Studies Gothic art and architecture across Europe from the 13th to the 16th centuries. Topics include the development of the cathedral, and the rise

of the city, and artists such as Giotto and Duccio. Open to non-majors. Prerequisite: upper division standing; for art and art history majors only: ArH 205.

Change in Program

- Bachelor of Music in Performance with Emphasis in Voice
-The Music Department wishes to distinguish between voice and instrumental majors with somewhat revised course requirements, better reflecting the educational needs of vocalists.
- BA/BS in Theatre Arts
-The Theatre Arts Department wishes to make curricular changes in keeping with state and national standards. Overall degree credits have been reduced from 80 to 68 credits with fewer electives, one acting class instead of two, and one additional area option in history/literature/criticism.

Change in Courses

- ArH 387 Nature into Art (4) (change course description, change prerequisites)
- ArH 456 Early Medieval Art (4) (change course title from Medieval Art, change course description, change prerequisites)
- ArH 457 Byzantine Art (4) (change course title from Medieval Art, change course description, change prerequisites)
- ArH 458 Romanesque Art (4) (change course title from Medieval Art, change course description, change prerequisites)

Graduate School of Social Work

New Program

- Bachelor of Social Work – See Attachment

New Courses

- SW 430, SW 431, SW 432 Generalist Social Work Practice I, II, & III (3), (3), (3)
Based on generalist social work practice principles, this three-term sequence examines the major influences on the service delivery system with emphasis on the multiple roles of the generalist social worker, and social work values and ethics. Examines the entire change process, focusing on assessment, goal formulation, intervention, evaluation, and endings through the lenses of strengths, empowerment, and ecological systems perspectives. Focus is on multiple levels of practice: individual, family, group, organization, and community. Introduction to theory and application of theoretical concepts to guide change activities. Development of interviewing skills for engagement, development of rapport, definition of purpose, assessment, intervention, and endings, taking account of cultural considerations. Integration of attention to populations at risk. Assessing and facilitating macro-level change process. Advocacy, collaboration and teamwork examined, with emphasis on strategies of promoting equity and social justice and preparing students for entry level professional practice. Prerequisites: PSY 311, SW 430-431, SW 439, CFS 491, CFS 492; Co-requisite: SW 400.
- SW 400 Practicum and Seminar I-III (4) Agency-based internship where students apply social work knowledge to generalist social work practice interventions. Students are supervised in community agencies by qualified field instructors. Community based learning is enhanced through a seminar that assists students integrate theoretical learning with practical application and develop generalist social work professional identity. Prerequisites: PSY 311, CFS 491 and CFS 492. Co-requisite: SW 430, 431 and 432.

- SW 439, Diversity and Social Justice, (3) Explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. Examines social, political, and cultural processes as they affect intergroup and intragroup relations. Explores the role of social worker as border crosser, cultural learner, and agent of change. Opportunities for cross-cultural dialogue and content analysis and skills development. Requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that social workers must strive to understand. Prerequisite: Admission into BSW program.
- SW450 Research Methods for Social Work Practice I (3) Introduction to research in Social Work. Stresses the importance of research to social work practice and policy. Introduction to ethics of social work research, qualitative and quantitative methods, group designs and single case studies. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection. Emphasis on application of research to practice and on evaluation of own practice.
- SW451: Research Methods for Social Work Practice II (3) Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Focus on interpreting and using data to improve social work practice, including program evaluation and advocacy for client groups. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW450.

College of Urban and Public Affairs

Change in Program

- BA/BS in Criminology and Criminal Justice
 - The Division of Criminology and Criminal Justice wishes to eliminate AJ 490 Senior Colloquium, currently required as a core class in the major. In its place, they wish to require an additional four credit upper division elective.

Add New Cluster Course			Status
ENG 305U	The Films and Times of Charlie Chaplin	American Studies	Approved
ENG 387	Women Writers	Women's Studies	Approved
GEOG 340	Global Water Issues and Sustainability	Global Environmental Change; Environmental Sustainability	Approved
HST 359U	Early Modern France	European Studies	Approved
INTL 410	Islamic Movements in the Contemporary Muslim World	Middle East Studies	Approved
MUS 301	Survey of Music Literature 1	European Studies	Approved
MUS 302	Survey of Music Literature 2	European Studies	Approved
PER 330	Persian Culture and Civilization	Middle East Studies	Approved
PER 341	Persian Literature in Translation	Middle East Studies	Approved
USP 317U	Introduction to International Development	Healthy People/Healthy Places; Community Studies	Approved
TA 361	Contemporary Dance 1920 to Present	American Studies; Popular Culture	Approved
CHLA 390U	Latinos in the Pacific Northwest	Community Studies	Approved
Add Approved Cluster class to New Cluster			Status
ENG 351U	Early African American Literature	American Studies	Approved
SP 399U	Film Studies I: Introduction to Film	Media Studies	Approved
SP 399U	Film Studies II: International Film History	Media Studies	Approved
SP 399U	Film Studies III: Documentary and Avant-garde Film	Media Studies	Approved
USP 457U	Information Cities	Community Studies	Denied
WS/PHL 312U	Feminist Philosophy	Freedom Privacy & Technology	Approved
Removals			Status
GER 442	Medieval Works in Translation	19th Century	Approved
ENG 447/547	Major Forces in Literature	19th Century	Approved
ENG 448/548	Major Figures in Literature	19th Century	Approved

Summary of changes to University Studies clusters

1) Twelve new course were added to clusters: 11 are 300-level; 1 is 400-level. Thus, University Studies and cooperating departments continue to increase the 300-level to 400-level course ratio as directed by the Senate several years ago. Two of the smallest UNST clusters, Middle East and Media Studies, each added 3 courses.

2) Five previously approved "U" courses were added to additional clusters. All of these are 300-level courses. These additions, too, improve the 300-level to 400-level course ratio. One course was denied because it is a 400U/500-level course. Even though (at the time the Graduate Council's ban on 500-level courses that also carry a 400U designation went into effect) it was grandfathered into its original cluster, the UNST Council saw no reason to extend that waiver to an additional cluster.

3) Three courses (all 400-level) were removed, all from the 19th Century cluster. There are now 29 courses in the cluster, representing 7 departments and within FLL, 4 languages. The offerings remain sufficient and varied.

Minor in GIS (Geographic Information Systems/Science)

Portland State University
College of Liberal Arts and Sciences
Geography

Overview

The Geography Department at PSU proposes a 29 credit minor in GIS designed to provide an opportunity for both majors and non-majors to specialize in Geographic Information Systems/Science (both terms are used and the GIS acronym can refer to either). This will provide students with job skills that are in demand by both private and public organizations. The department already offers the courses that will comprise the minor and offers a graduate certificate in GIS, but no special designation at the undergraduate level to denote this special set of skills. We feel this will be an important credential for students seeking work in this area. GIS is the fastest growing subdiscipline within Geography. Approximately one-third of all members of the Association of American Geographers consider GIS as an area of expertise and it continues to be one of the most employable sectors of the discipline.

Currently community colleges in the Portland area offer some GIS courses (as do UO, SOU), Clackamas Community College offers an associate's degree with specialty in GIS, and OSU offers an undergraduate certificate in GIS. We generally do not compete with OSU for undergraduate students, so our offer of a minor in GIS would not affect their program. We already work closely with PCC and CCC in accepting many CC transfer students into the Geography major and would work with them to coordinate transfer credits into the minor as we already do for the major. Some GIS classes are offered at PSU (Urban Studies, Geology and Civil Engineering), but no undergraduate minor, major, or certificate. We also work with faculty and staff in those areas to coordinate course offerings.

Requirements

Requirements for a minor in GIS. To earn a minor in GIS (Geographic Information Systems) a student must complete a minimum of 29 credits in geography (at least 16 credits must be taken in residence at Portland State University), to include the following:

Core courses: (17 credits)

Credits

GEOG 210 Physical Geography or GEOG 230 Environment and Society.....	4
GEOG 380 Maps and Geographic Information.....	5
GEOG 488/588 GIS I: Introduction	4
GEOG 492/592 GIS II: Advanced GIS	4

Plus three additional courses from the list of electives: (12 credits)

[GEOG 490/500 GIS Programming [submitted for UCC/GC approval 06-07].....	4
GEOG 475/575 Digital Compilation and Database Design	4
GEOG 480/580 Visual Image Analysis.....	4
GEOG 481/581 Satellite Image Processing	4
GEOG 482/582 Satellite Image Classification and Change Detection	4
GEOG 485/585 Map Design & Production	4
GEOG 489/589 Building a GIS Database with GPS	4
GEOG 494/594 GIS for Water Resources.....	4
GEOG 495/595 Maps, Models, and GIS	4
GEOG 496/596 Visualization of Spatial Data	4

GEOG 497/597 Spatial Quantitative Analysis	<u>4</u>
Total (minimum)	29

All courses submitted to satisfy requirements for the minor in GIS must be graded and passed with a C or better. At least 16 credits must be taken in residence at PSU. Students who are also working toward the major in Geography must take (in addition to the core courses for the GIS minor) at least 12 credits from the list of electives that will be uniquely applied to the GIS minor. Students considering the GIS minor are strongly encouraged to meet with a geography advisor to work out an instructional program that best meets their needs.

BACHELOR OF ARTS/BACHELOR OF SCIENCES DEGREE IN FILM STUDIES

**Portland State University
School of Fine & Performing Arts
Department of Theater Arts**

Overview

The proposed program, the Bachelor of Arts/Bachelor of Sciences in Film Studies, will be a major in the Department of Theater Arts. Drawing from existing strengths in the department in theatre and film studies curriculum, including history, criticism, theory, and dramatic writing, and field and laboratory-based courses in performance and design/production, the BA/BS in Film Studies degree would allow the student to develop a course of study tailored to the individual's interest and vocational goals. This will include students who are interested in professional careers in the moving image arts, other information professions, the academic professions, and/or related careers.

The Department of Theater Arts at Portland State University offers liberal arts pre-professional training in performance, design, technology, writing, management, and theatre/cultural studies to the student interested in vocations in the live and moving image arts, the information industry, education, and related professions. Currently the department offers the BA/BS in Theater Arts, the MA/MS in Theater Arts, the Minor in Theater Arts, and the Minor Film Studies, and participates in the MA/MS in Interdisciplinary Studies, offering an emphasis in Film Studies. The department, an accredited institutional member of the National Association of Schools of Theatre, is one of four departments in the School of Fine & Performing Arts, including Architecture, Art, and Music, which includes in its offerings multiple professional and pre-professional degrees in the arts.

Requirements

Bachelor of Arts/Bachelor of Sciences in Film Studies

The Bachelor of Arts/Bachelor of Sciences in Film Studies is designed to offer students the opportunity to major in a diverse film curriculum that prepares them for a variety of careers in visual expression and understanding. Students in the program will study all forms and genres of the moving image, ranging from the silent film era to present day cinema, television, and digital video production. The faculty are committed to providing strong emphasis on written, oral and visual expression and critical thinking, diverse and international perspective, and challenging creative experiences.

Requirements for the major in Film Studies. In addition to meeting the general University degree requirements, the major in film studies will plan a

program with a faculty advisor that meets the following minimum requirements:

TA 131 Understanding Movies	4
TA 301 Script Analysis	4
TA 370 History of Film I, II, III (4, 4, 4)	12
TA 480 Film Theory	4
16 credits chosen from the following:	16
TA 370 American Cinema and Culture I, II	
TA 474/5 Dramatic Writing I, II	
TA 484/5 Anatomy of a Movie I, II	
*16 elective credits chosen from the film studies curriculum with at least 12 carrying numbers 300 or above	16

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling major requirements. Additional courses may be required as prerequisites. All courses used to satisfy the major requirements, whether taken in the program or in other departments, must be graded C- or above.

*In addition to courses offered in the Department of Theater Arts Film Studies curriculum, students may seek departmental approval to substitute elective coursework from relevant curriculum in digital media (Art) and music technology (Music), and/or from the approved course list for the interdisciplinary Minor in Film Studies.

Minor in Dance

Portland State University
School of Fine and Performing Arts
Department of Theater Arts

Overview

The minor in dance will support the existing Theater Arts, Music and Art degrees providing the opportunity for fine and performing art students, as well as those from any other schools/colleges and disciplines, to study dance. Courses will offer the opportunity to study the history, theory and practice of dance as an art form, cultural artifact and entertainment, with a particular emphasis on contemporary forms. The minor will require 28 credits of coursework, three core courses (12 credits) and 16 additional credits (8 of which must be at the upper division) chosen from a list of theater art and dance classes.

In an institution the size and scope of Portland State with a concomitant School of Fine and Performing Arts, it has been quite unusual to not have dance in the curriculum. The minor will bring back a fundamental art form that has been missing for over a decade. Dance is a vibrant and active art form in the greater Portland area, to some degree a result of the former program at PSU. There is currently a strong, local ballet company (Oregon Ballet Theater), an international performing series (White Bird) and many local and regional choreographers in residence in Portland. Dance was a vibrant program with strong community ties when it existed prior to the 1992 budget challenges. The new minor will take advantage of the many opportunities to view and critique local, regional and international dance performances available on campus and in the community.

Requirements:

Core: (12)

TA 150 Dance Appreciation (4)
or TA 306 U Understanding Dance (4)

TA 351 Dance Composition (4)

TA 362 20th Century Dance (4)

Dance electives: (16)

(must include at least 8 upper-division credits)

TA 102 Introduction to Acting (4)

TA 147 Movement for the Actor (3)

TA 248 Acting I (4)

TA 252 Stage Makeup (2)

TA 193 Dance: Modern (2)

TA 196 Dance: Ballet (2)

TA 197 Dance: Jazz (2)

TA 195 Dance: Topics (2)

TA 350 Dance Improvisation (4)

TA 393 Dance: Modern (2)

TA 396 Dance: Ballet (2)

TA 397 Dance: Jazz (2))

TA 352 Choreography (4)

Bachelor's in Social Work (BSW) Program Proposal

Program Overview

The program proposed is a new Bachelor of Arts/Bachelor of Science degree in Social Work to be fully operational in 2008-09 with a cohort of 30 students admitted annually each fall. Concurrently the program is in application for initial accreditation by 2010 to ensure the first cohort graduates with an accredited degree. In addition to integrating current Child and Family Studies (CFS) courses and the rich interdisciplinary offerings of many University departments, the BSW courses included adaptations of existing social work curriculum. Our community partners and PSU students have expressed a need and desire for this degree for many years and the state's Department of Human Services (DHS) has funded program development. Approval of this proposal supports our community engagement and our students' access to affordable, high quality professional preparation in a career that addresses vital societal concerns.

Background and Rationale

- Student demand and interest in degree, specializations and career opportunities
- Client and community need for professionally prepared entry level workers
- Workers with high risk clients need knowledge, values and skills
- BSW graduates will have ethical accountability to clients and community
- CFS/SSW merger can now realize creative synergy and efficiencies
- Community partners are contributing stipends, practicums and shared research
- PSU's BSW complements regional BSW programs in private schools
- Benefits that accrue from accreditation: students eligible for "Advanced Standing"
- "Advanced Standing" option for graduate study saves time and money

Prerequisites

PSY 204, Psychology as a Social Science (4)

SOC 200, Introduction to Sociology (4)

SW 301, Introduction to Social Work (4)

BSW REQUIRED COURSES

PSY 311	Human Development (4)
SW 439	Diversity and Social Justice (3)
CFS 491	Conceptual Foundations in Child and Family Studies (4)
SW 407	Psychobiology for Social Work (3)
CFS 492	Family Law and Policy (4)
SW 430-32	Generalist Social Work Practice I, II, III (9)
SW 400	Practicum & Seminar I, II, III (12)
SW 450	Research Methods for Social Work Practice I (3)
SW 451	Research Methods for Social Work Practice II (3)

Specialization electives; 3-4 courses drawn from the following lists

BSW Requirements (including SW 301) 90 credits

PSU University Studies Requirement (18)

Junior Cluster Courses (12 credits)

Suggested clusters include: Community Studies; Sustainability; Family Studies; Healthy People Healthy Places; Leadership for Change; Morality; Professions and Power; Sexualities; Women's Studies; Latin American Studies; African studies, Asian studies, Archaeology.

Capstone (6 credits)

SPECIALIZATIONS

1. Families in Society

The specialization is designed to examine societal contexts within which families live. Families will be studied from perspectives of culture, gender, health, and socio-economics. Approaches to working with families will be developed with sensitivity to the diversity of family structures, traditions, and dynamics.

AJ/WS	410	Women and Crime
ANTH	414	Culture and Ecology
ANTH	432	Gender in Cross-Cultural Perspective
BST	450	Women's Voices in Africa (other titles under BST 450: Topics in African/Caribbean History and Culture require advisor's approval)
CFS	399U	Mental and Emotional Disorders: Impact on Children and Families
CFS	485U	Working with Diverse Families
CFS	490U	Sex and the Family
CFS	493U	Community Resources and Family Support
EC	417	Women in the Economy
EPFA	446	ECE: Relationships with Home & Society
EPFA	456	The Urban School and "At-Risk" Status
HST/WS	342U	Women and Gender in America
HST	423U	Chinese Social History: Family in China, Past and Present
PS/WS	425	Women and the Law
PSY/WS	467	Work & Family
SOC	339U	Marriage & Intimacy
SOC	344U	Gender and Sexualities
SOC/WS	425	Sociology of Women
SOC/WS	426	Women and Mental Illness
SP	318U	Family Communication
WS	330	Women of Color in the US

2. Youth Worker

This specialization is designed to foster understandings and approaches for working with school age children and adolescents in youth organizations and social service agencies. Coursework includes perspectives of multiple disciplines, with emphasis on the development of cultural competence in working with youth and their families.

AJ	210	Introduction to Juvenile Justice Process
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BST	414U	Racism
BST	484	African/American Community Development
CFS	399U	Mental and Emotional Disorders: Impact on Children and Families
CFS	485U	Working with Diverse Families
CFS	490U	Sex and the Family
CFS	493U	Community Resources and Family Support
COUN	445	Youth at Risk
COUN	555	Counseling Children and Youth
PSY	350	Counseling
PSY	434	Psychopathology
PSY	461U	Psychology of Adolescence and Early Maturity
PSY	464	Developmental Psychopathology
SOC	460	Youth and Subcultures
SOC	414	Alcohol and Other Drugs
SP	230	Listening
SP	313U	Communication in Groups
SP	340	Interviewing
SP	457U	The Language of Violence
SP	415	Problems of Intercultural Communication
SW	522	Issues in Child Welfare
SW	465	Introduction to Indian Child Welfare and the Indian Child Welfare Act
WS	350-353	Children and Interpersonal Violence (four 1-credit courses; WS 350: Introduction to Interpersonal Violence is the prerequisite course)

3. Health, Mental Health and Substance Abuse

The goal of this specialization is to prepare students for work in the health care, mental health and /or substance abuse fields. There is a significant overlap in the areas of mental health and physical health so students entering these fields will require knowledge from all three areas.

ANTH	425	Perspectives in medical Anthropology
CFS	399	Mental and Emotional Disorders – Impact on Children and Families
CFS	485	Working with Diverse Families
CFS	493	Community Resources and Family Support
COUN	431	Foundations of Substance Abuse Counseling (3cr)
COUN	432	Assessment and Diagnosis of Substance Abuse (3cr)
COUN	437	Issues in Addiction (3cr)
ECON	316	Intro to Health Care Economics
PHE	448	Health Education Techniques and Strategies
PHE	452	Gender, Race, Class and Health
PSY	434	Intro to Psychopathology
PSY	350	Counseling
PSY	440	Group Process
PSY	460	Child Psychology

PSY	461	Psychology of Adolescence and Early Maturity
PSY	462	Psychology of Adult Development and Aging
PSY	464	Developmental Psychopathology
PSY	471	Health Psychology
SOC/WS	426	Women and Mental Illness
SOC	444	Alcohol and Other Drugs
SOC	459	Sociology of Health and Medicine
SP	340	Interviewing
SP	415	Problems in Intercultural Communication
WS	326	Women and Trauma (2cr)
WS	350	Introduction to Interpersonal Violence (1cr)
WS	351-353	Children and Interpersonal Violence (3cr total)
WS	354-356	Interpersonal Violence and Special Populations (3cr total)
WS	357-359	Intervention and Interpersonal Violence (3cr total)
WS	363	Moving Beyond Trauma (1cr)

4. Child Welfare/Human Services

This specialization is designed to provide basic competence in entry-level human services positions in child welfare (child protective service, foster care, adoptions, in-home services, case management, group care), mental health, and community-based organizations. Working with children and families across a wide spectrum of diverse statuses (ethnic, racial, economic, sexual orientation) is emphasized

BST	414U	Racism
BST	484	African/American Community Development
CFS	399U	Mental and Emotional Disorders: Impact on Children and Families
CFS	485U	Working with Diverse Families
CFS	490U	Sex and the Family
CFS	493U	Community Resources and Family Support
CR	399	Introduction to Conflict Resolution
SOC	414	Alcohol and Other Drugs
SP	340	Interviewing
SP	457	The Language of Violence
SP	415	Problems of Intercultural Communication
SW	407U	Issues in Child Welfare
SW	407U/510	Innovative Community-Based Interventions
SW	465/565	Introduction to Indian Child Welfare and the Indian Child Welfare Act
SW	575	Ethnic Competence in Social Work Practice (2 credit hours)
SW	560	Social Work with Lesbians, Gay Males, and Bisexuals
SW	580	Social Service Administration
WS	350-53	Children and Interpersonal Violence (1 credit hour each)

All courses are 4 credits except as noted.

February 12, 2007

**Education Policy Committee (EPC)
Winter 2007 Quarterly Report**

Committee Members: Duncan Carter, Richard Beyler, Michael Flower, Marek Elzanowski, Marcia Fischer, Darelen Geiger, Alan Cabelly, Brad Hansen (Chair), Sharon Elteto, Bee Jai Repp, JoyRhodes

According to the Constitution of the PSU Faculty, the Educational Policy Committee (EPC) shall advise the Faculty Senate and the President on educational policies and planning for the University. The Committee shall:

- 1) Serve as the advisory board to the President and to the Faculty Senate on issues of policy and planning for the University,*
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate,*
- 3) Receive and consider proposals from appropriate administrative officers or faculty committees for establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities,*
- 4) In consultation with appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University,*
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.*

The EPC has conducted the following business since the Fall 2006 report:

- The response to the Faculty Senate on the Report of the Ad Hoc Committee on Faculty Governance (CFG) has been completed. That response is scheduled for presentation to the senate on March 5, 2007.
- Members of the EPC have brought before the committee the following questions for ongoing discussion:
 - Is the quality of education suffering under the current budget model?
 - Are there disadvantages for students and faculty resulting from the Co-Admission program with community colleges, and how will this program affect PSU?
 - What are the ramifications of abolishing the tuition plateau, and how does this change impact a liberal arts education at PSU?

The EPC invites members of the Faculty Senate to bring issues of concern to our attention, particularly plans related to the alteration of academic programs and developments that impact PSU standards of academic excellence.

**RESPONSE TO THE FACULTY SENATE ON THE REPORT OF THE AD HOC
COMMITTEE ON FACULTY GOVERNANCE DATED MAY 9, 2005**

The Educational Policy Committee (EPC) has reviewed the original report of the ad hoc Committee on Faculty Governance (CFG) and discussed each of the eight issues identified in that document at length for our recommendations to the Faculty Senate. The major issues of concern in the report have been paraphrased below, along with EPC recommendations to the senate. The members of the 2006-07 EPC who have participated in formulating this response are:

Richard Beyler, LAS (HST) (2004-)
Alan Cabelly, SBA
Duncan Carter, LAS (CLAS)
Marek Elzanowski, MTH (2004-)
Sharon Elteto, LIB
Marcia Fischer, ECS (2004-)
Michael Flower, OI (HON)
Darlene Geiger, LAS (SPD) (2005-)
Brad Hansen, FPA (MUS) (2005-) Chairperson
Mindy Holliday, SSW (2005-)
Bee Jai Repp, XS (XS-Sal) (2005-)

RECOMMENDATIONS TO THE FACULTY SENATE**1. The need for consistency in the usage of terms such as "Centers" and "Departments," and clarity in defining the role and authority of "Directors."**

The committee considers the matter resolved as far as the charge to investigate and pass new procedures through the senate for establishing and managing a center (institute, academy, laboratory) and defining the role of its director. While the work of the EPC in 2005-2006 resulted in clarification of these issues, embedded in the new center guidelines is a mandatory review process. According to this process, any center that did not require Faculty Senate approval must be reviewed every two years. Any non-academic center that did require Faculty Senate approval must be reviewed every four years. Moving forward, the concern of the EPC is that these reviews are indeed conducted thoroughly and according to schedule. A mechanism should be in place to assure that input from those involved in the centers is taken into consideration in the reviews. The Vice Provost for Research and Dean of Graduate Studies is charged with coordinating the reviews; the Provost's office processes them with the participation of CADS+. The EPC feels that maintaining the review process is critical to the success of centers at PSU.

RECOMMENDATION

To facilitate the process of reviewing Centers, we recommend that the senate request a list of active Centers at PSU from the Vice Provost for Research and Dean of Graduate Studies, who is responsible for coordinating reviews of each Center. The list should contain the following information about each Center:

1. Does the Center require approval by Faculty Senate? The criterion is whether it “involves establishment or major alteration of the structure or educational function of departments.” Centers may be reclassified upon review by EPC.
2. When was the Center established and when is it scheduled for review?

2. Faculty involvement in P&T decisions by program directors and deans

While this issue is also addressed by provisions in the new procedures passed by the senate for establishing and reviewing centers and directors, there was some discussion regarding whether a director was appointed or elected by faculty in a department or school, and how they are evaluated. The consensus was that there are mechanisms in place for addressing decisions made by directors or deans that are of concern to faculty.

Procedures for awarding P&T are clearly defined by the Provost's office and Academic Affairs, and resolution of future issues lies there for departments and Deans. The Center review process evaluates procedures to be followed in each Center and the director's role in the P&T process. If there is dissent, the grievance processes are in place and the faculty union is available to intercede.

THE EPC DOES NOT RECOMMEND ACTION BY THE SENATE.

3. Shared governance violations by administration

Since no specific issues are identified in the report, any response would be general. With notable exceptions involving prior administrators, allegations are vague and undocumented. In the future, if violations of shared governance such as those alluded to in the report are identified by concerned faculty members, they should be brought to the attention of the Faculty Senate for redress. The senate may choose to appoint a committee to investigate such matters, or refer them to a standing committee.

EPC members agreed that if a majority of senators deemed it necessary, an official review of the constitution could be undertaken by the appropriate bodies. This would be an expensive and time consuming venture. As with all the issues raised by the CFG report, EPC has attempted to distinguish problems that are systemic from those that are episodic.

THE EPC DOES NOT RECOMMEND THAT THE CONSTITUTION BE REVIEWED.

4. Repression of free expression in Faculty Senate meetings

The committee discussed channels for faculty senators and their constituents to make their views known privately, without concern for retribution. The steering committee is a primary vehicle for bringing matters of concern to the faculty before the senate as a whole. EPC members agreed that an atmosphere of inclusion rather than exclusion was preferable in the senate. The committee discussed the composition of the senate, and determined that substantive debate takes place in committees and is subsequently presented to the senate as a whole. While the CFG report suggested that a task force examine models of faculty representation at other institutions, EPC members did not feel that faculty representation was restricted or limited by the PSU constitution, if our existing model is allowed to function as it was intended.

Regarding the membership of the PSU faculty, the constitution currently states:

Membership in the PSU Faculty was for many years determined by academic rank, to include full-time faculty at the rank of Instructor or above. In 1994, the ranked faculty amended the Constitution, redefining PSU Faculty to include all non-classified full-time employees of the university holding, at a minimum, an earned Master's degree. All such individuals are entitled to participate in faculty governance with the exception that Ex officio members of the faculty may not serve in the Faculty Senate or on constitutional committees.

THE EPC CONCLUDES THAT THE COMPOSITION OF THE FACULTY SENATE IS APPROPRIATE, AND THAT CHANNELS FOR UNIVERSITY FACULTY TO EXPRESS THEIR VIEWS ARE ADEQUATE.

5. Faculty Senate committee responsibilities

Faculty Senate committee responsibilities are indeed varied, from dealing with small details to addressing broad policy issues. These conditions are a result of the work that each committee is charged to conduct. EPC members reported that in some cases performing what may seem to be menial tasks allowed them to learn first-hand how our students are affected by academic policies.

An important related issue arose in discussion about faculty performing committee work. Tenure-track faculty serve on university committees as a part of their job, and are compensated for it. In the case of fixed-term faculty, who comprise a significant and increasing percentage of the faculty at large, there does not appear to be a consistent system of compensation or reward for this important work. This raised the question of how the interests and concerns of fixed-term faculty are addressed by the Faculty Senate.

THE EPC RECOMMENDS THAT THE COMMITTEE ON COMMITTEES AND THE STEERING COMMITTEE REEVALUATE THE ROLES OF FACULTY ON SENATE

COMMITTEES, AND COLLECT SOME DATA FROM FACULTY SERVING ON COMMITTEES THAT DEAL WITH SUCH ISSUES AS STUDENT PETITIONS AND MINOR COURSE CHANGES. IF IT IS DETERMINED THAT FACULTY ARE ENGAGED IN INAPPROPRIATE TASKS, THE SENATE MAY DECIDE TO REVISE ITS CHARGE TO A COMMITTEE.

6. University-wide P&T committee

EPC members agreed that an additional level of review between the Deans and Provost would not essentially improve the process.

THE EPC DOES NOT RECOMMEND ESTABLISHING SUCH A COMMITTEE.

7. Recognition of faculty for governance work

The Hoffman award was identified as an existing form of recognition. Additional awards are not deemed necessary at this time.

INCREASED PUBLIC RECOGNITION OF FACULTY WHO ARE ACTIVE IN GOVERNANCE IS RECOMMENDED, BOTH TO REWARD FACULTY AND TO ENHANCE AWARENESS OF THEIR CONTRIBUTION TO THE UNIVERSITY.

8. Inclusion of non-instructional faculty on curriculum and policy committees

In the final analysis, decisions made by curriculum review, educational policy, and related committees impact the entire university community as it supports instructional activities. Administrators, librarians, information technologists, and those who work in a capacity that extends the campus all bring a valuable perspective. However, the ratio of instructional vs. non-instructional faculty serving on curriculum and policy committees is of concern.

THE EPC RECOMMENDS THAT THE COMMITTEE ON COMMITTEES EVALUATE MEMBERSHIP ON CURRICULUM-RELATED COMMITTEES TO DETERMINE WHETHER A SUFFICIENT MAJORITY OF INSTRUCTIONAL FACULTY ARE IN PLACE TO INFORM DECISIONS REGARDING ACADEMIC ISSUES.

The eight issues identified above are of ongoing concern to the success and health of this academic institution, and both students and faculty will experience an impact resulting from decisions made regarding these issues. For the democratic process of self-governance to flourish, each member of the university community must be informed and involved. As representatives of our broadly defined faculty, senators are compelled to continue to address faculty concerns regarding governance issues.